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## BOOK REVIEWS

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*Citizenship and the Schools.* By JEREMIAH W. JENKS. New York: Henry Holt & Co., 1906. \$1.25.

From those who are at all acquainted with Professor Jenks's work as an economist and educator this collection of addresses and essays will receive an appreciative welcome. Although nearly all of these papers were prepared, primarily, for special occasions, they lose little of their interest and contain much that is of permanent value, presenting the writer's views of the relation of the school to citizenship as looked at from different standpoints, with very little repetition of ideas.

He assumes as axiomatic that it is the function of the school to prepare its students for citizenship. His second proposition seems to be that the expressions "good citizen" and "useful citizen" are about synonymous. "Our problem as educators," he says, "is to fit our pupils so that each one will, on the whole and in the long run, in his own place in society and in his own way, by and through this self-development, render to his fellow-men the best service of which he is capable." This usefulness should find its expression in three fields: in the social life generally, in the industrial life, and in politics. The influence of society upon the individual, and the reaction of the individual upon society in its various phases, is discussed in the address on "The Social Basis of Education." Preparation for service in the industrial field receives special treatment in two papers: "The Relation of the Schools to Business" and "Education for Commerce." In this connection the author remarks that "the problems for the school to solve seem to be these: First, how can our schools be made more attractive to pupils so that they will be willing to submit themselves longer to their good influences, and how can they be made to appear to the parents to be more useful so that they will compel their children to remain some years longer? Second, how can the work be so changed as to give (a) greater skill to our working-men, and more knowledge that will be useful in business life; (b) greater adaptability to changing circumstances; (c) faithfulness to duty with the power of spontaneous self-direction which will make them both faithful to tasks that are put upon them and ready to rely more upon themselves in meeting the problems of life which are given them to solve; (d) the realization of social responsibility?"

The papers "Training for Citizenship" and "The Making of Citizens" deal directly with the question: "How can the school better fit the pupil to take his place and perform his duties properly as a member of the state, of society organized for the purpose of government?" This cannot be done by simply imparting a knowledge of the machinery of government: the names of the various officials, their functions, terms of office, salaries, etc. It must be accomplished by kindling in the soul the right spirit, and awakening within the mind a deep and abiding interest in the social, economic, and political problems that are pressing for solution. The remaining papers—"Free Speech in American Universities," "Critique of Educational Values," "Policy of the State toward Education," and "Schoolbook Legislation"—do not touch so directly the subject of citizenship, but are able discussions of subjects in which everyone connected in any way with educational work is deeply interested.

It would be impossible within the limits of this review even to outline the valuable suggestions which the book contains for making the school a more efficient factor in preparing young people for citizenship. The reader may not agree with all of Professor Jenks's conclusions, but he cannot fail to be inspired by the spirit of these addresses and essays.

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*The Principles of Teaching, Based on Psychology.* By EDWARD L. THORNDIKE. Pp. 293+xii. New York: A. G. Seiler. \$1.25.

That "teachers are born not made" contains so much truth that a great many men are skeptical as to the feasibility of really "making" teachers. Such men claim that normal schools, departments of education, and teachers' colleges serve mainly as a selective agency, discovering who are the "born teachers." This same class of men do admit, however, that some courses offered by these schools for teachers do contribute in a general way to the equipment for teaching: the history of education gives one a good orientation in school work; the principles of education furnish ideals; educational psychology may bring one into sympathy with the child in his development. This skepticism toward a science of teaching may account for our having only two first-class books (aside from the one under discussion) the central aim of which is to formulate some principles of teaching. The fact that little scientific study has been given this topic is a second reason for the scarcity of really valuable books on this subject.

Professor Edward L. Thorndike has given to the educational world a work on *The Principles of Teaching, Based on Psychology*. The author clearly shows himself in sympathy with a science of teaching. He believes that *facts* concerning physical activity, mental life, and human conduct may be so studied as to contribute principles of practical service in teaching. This scientific study he has made in both experimental psychology and actual school work. Throughout the book verifiable facts are dealt with rather than attractive opinions: these facts are practical in that they refer to the actual work of teaching.

Dr. Thorndike opens his study with this problem: "The need of education arises from the fact that *what is* is not what *ought to be*." To effect this change is the work of teaching; *how* to make the changes (determined by other studies) is the real issue. The answer to this question is sought in a consideration of the following topics: physical education, instincts, and capacities, apperception, interests, individual differences, attention, association, analysis, reasoning, responses of conduct, responses of feeling, motor expression, motor education, formal discipline. The principle running throughout the study is the psychological one: responses of intellect, feeling, or conduct depend upon the stimuli applied. The changes sought must, therefore, be secured by varying, under control, the stimuli occasioning the responses. In securing and directing attention, the common battle is between the stimulus the teacher gives and some competitor; the teacher's task is to outbid some rival.

Three characteristics of the work are prominent:

1. *Clearness.*—In his preface the author says: "The book demands of students knowledge of the elements of psychology;" and at the opening of most of the chap-